



## CTSO Course Alignments: Fundamentals of Education

Below you will find standards for the Fundamentals of Education course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Synthesize research from informational texts to create an annotated timeline (Post-Civil War to the present) of significant events in the history of U.S. public education. Examples of events include but are not limited to: the establishment of the first public school, major U.S. Supreme Court cases, the Vocational Rehabilitation Act, desegregation, Title IX, and No Child Left Behind. (TN Reading 2, 7; TN Writing 2, 9; TN U.S. History Era; FACS 4)		
2	Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the U.S. education system. Examples of events include but are not limited to: WWII, Sputnik and the space race, the passage of the Civil Rights Act, The Great Society, the development of the Internet, and national tragedies such as 9/11. (TN Reading 1; TN Writing 1, 9; TN U.S. History Era)	FCCLA: Advocacy	<ul style="list-style-type: none"> <li>• TSA: Essays on Technology, Prepared Presentation, Children's Stories</li> </ul>

3	<p>Research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies. Evaluate the validity theories by assessing the extent to which the reasoning and evidence of each theorist support their claims. Examples of theorists include but are not limited to:</p> <ul style="list-style-type: none"> <li>a. John Dewey</li> <li>b. Maria Montessori</li> <li>c. Benjamin Bloom</li> </ul> <p>(TN Reading 8; TN Writing 2, 7; FACS 4)</p>		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Prepared Presentation</li> </ul>
4	<p>Create an annotated graphic illustration of the U.S. education system from pre-K through postsecondary education. The graphic should include evidence from informational texts about the structure of local school districts, state governing bodies, and federal authorities with appropriate supporting citations to demonstrate knowledge of common citation conventions. (TN Writing 9)</p>		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Computer Applications, Desktop Publishing</li> <li>• <b>TSA:</b> Children's Stories, Promotional Graphics</li> </ul>
5	<p>Identify and analyze career pathways within the Education and Training cluster. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and discuss in an essay how personal career aptitudes align with careers in education. Careers may include the following:</p> <ul style="list-style-type: none"> <li>a. Teacher</li> <li>b. Librarian</li> <li>c. Educational technologist</li> <li>d. Counselor</li> <li>e. Interpreter</li> <li>f. Speech pathologist</li> <li>g. Consulting teacher for students with special needs</li> </ul> <p>(TN Reading 1, 7, 9; TN Writing 7, 8, 9; FACS 4, 13)</p>		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Job Interview</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
6	<p>Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. (TN Writing 8, 9; FACS 4)</p>	<b>FCCLA:</b> Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Job Interview</li> <li>• <b>SkillsUSA:</b> Entrepreneurship</li> </ul>

7	<p>Interview professionals in the education field to gather information about their roles and responsibilities. Categorize the range of tasks that different educators are responsible for and estimate the time spent on each one. Write informative narratives exploring multiple facets of common teaching activities, such as:</p> <ol style="list-style-type: none"> <li>Planning effective instruction</li> <li>Facilitating instruction by using multiple teaching methods</li> <li>Assessing student learning</li> <li>Non-instructional tasks (such as parent communication, building activities, etc.)</li> </ol> <p>(TN Reading 9; TN Writing 2, 9; FACS 4)</p>	FCCLA: Entrepreneurship, Job Interview,	<ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Job Interview, Employment Application Process</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
8	<p>Describe the aptitudes, including 21st century skills, needed by education professionals; create a rubric for self-assessing 21st century skills, such as the ability to:</p> <ol style="list-style-type: none"> <li>Communicate verbally and nonverbally in a respectful manner</li> <li>Work effectively in teams and resolve conflicts when necessary</li> <li>Demonstrate a positive work ethic</li> <li>Understand different cultural perspectives and their impact in the classroom</li> <li>Use technology</li> <li>Adapt to changes</li> <li>Manage time wisely</li> </ol> <p>(TN Reading 2; TN Writing 4; FACS 13)</p>	FCCLA: Interpersonal Communications	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Career Preparation</li> </ul>
9	Using the self-assessment rubric created during this course, establish a baseline evaluation of 21st century skills, attitudes, and work habits. Create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.		
10	Compare and contrast physical, emotional, cognitive, and social milestones of development from toddlerhood through adolescence. Research and summarize, in an informative narrative, specific psychological theories about human development. Illustrate the differences in major developmental theories and milestones. (TN Reading 1, TN Writing 1; TN Psychology; FACS 12)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Prepared Presentation, Digital Video Production</li> </ul>
11	Create an annotated model of graphic illustration of the parts of the human brain, detailing their principle functions as they relate to physical and cognitive development. Draft a companion representation of the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. (TN Biology I 4; TN Psychology; FACS 4, 12)		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Computer Applications, Desktop Publishing</li> <li>• <b>TSA:</b> Promotional Graphics</li> </ul>

12	Analyze the factors that contribute to personality and investigate several research-based personality assessment tools. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development. (TN Reading 9; TN Psychology; FACS 12)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Prepared Presentation</li> <li>• <b>HOSA:</b> Researched Persuasive Speaking, Prepared Speaking</li> </ul>
13	<p>Synthesize and cite information from reliable academic sources to describe and critique major approaches to theories of human learning, including but not limited to:</p> <ol style="list-style-type: none"> <li>Classical Conditioning (Ivan Pavlov)</li> <li>Stage Theory of Cognitive Development (Jean Piaget)</li> <li>Social Learning Theory (Lev Vygotsky)</li> <li>Constructivism (Jerome Bruner)</li> <li>Experiential Learning (David Kolb)</li> <li>Multiple intelligences (Howard Gardener)</li> </ol> <p>Write an informative narrative explaining the influence of these and other theories on teaching practices. (TN Reading 1, 4; TN Writing 1, 2, 7, 8, 9; TN Psychology; FACS 12)</p>		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Essays on Technology</li> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> </ul>
14	<p>Research the influence of the following factors on student self-concept and academic performance:</p> <ol style="list-style-type: none"> <li>Student experience, interests, aptitudes, family, and culture</li> <li>Teacher behavior and attitudes</li> <li>Peers</li> </ol> <p>(TN Reading 1, 2, 9; TN Writing 1; TN Psychology; FACS 4)</p>		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Electronic Career portfolio</li> <li>• <b>FFA:</b> Agricultural Issues</li> <li>• <b>TSA:</b> Prepared Presentation</li> </ul>
15	Create an electronic professional portfolio, using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course. (TN Writing 2, 4, 6; FACS 4, 13)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul>
16	<p>Synthesize information from Education and Training career exploration to create a written or electronic career pathway plan outlining academic and career achievement goals, as well as a timeline for ongoing reflection throughout the program of study coursework.</p> <ol style="list-style-type: none"> <li>Identify dual credit courses available within specific programs of study</li> <li>Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study</li> </ol> <p>(TN Reading 7; TN Writing 2, 4, 6, 8; FACS 4)</p>		
17	Drawing upon content in this course, write a definition of teaching philosophy, develop and support a claim about its significance to student learning, and create a personal teaching philosophy for inclusion in the professional portfolio. (TN Reading 1, 7; TN Writing 1, 4, 6, 9)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul>

ALL	CAN BE USED WITH ALL/MOST STANDARDS	<ul style="list-style-type: none"><li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, Teach and Train, Early Childhood Education, Focus on Children, Career Investigation</li></ul>	<ul style="list-style-type: none"><li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,</li></ul>
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